

Grant Details

The LEA's Consolidated Plan has been developed with timely and meaningful consultation with (SEC. 1112(a)(1)):

* Teachers

* Principals

and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. (SEC. 1116(a)(3)(D)(i))

Household Application

* Date(s) collected

January 2023

Other (please explain in text box, below)



* Datafig, Ltd

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classroom through a child's move into Kindergarten (or any placement following the Pre-K program). Transition should also consider a child's family and all caregivers involved in a child's care, respecting the diversity and uniqueness of all. Careful thought and planning for all transitions can facilitate optimal experiences for all parties involved in a Pre-K program.

Advertising and Registration (Prior to Commence of School Year):

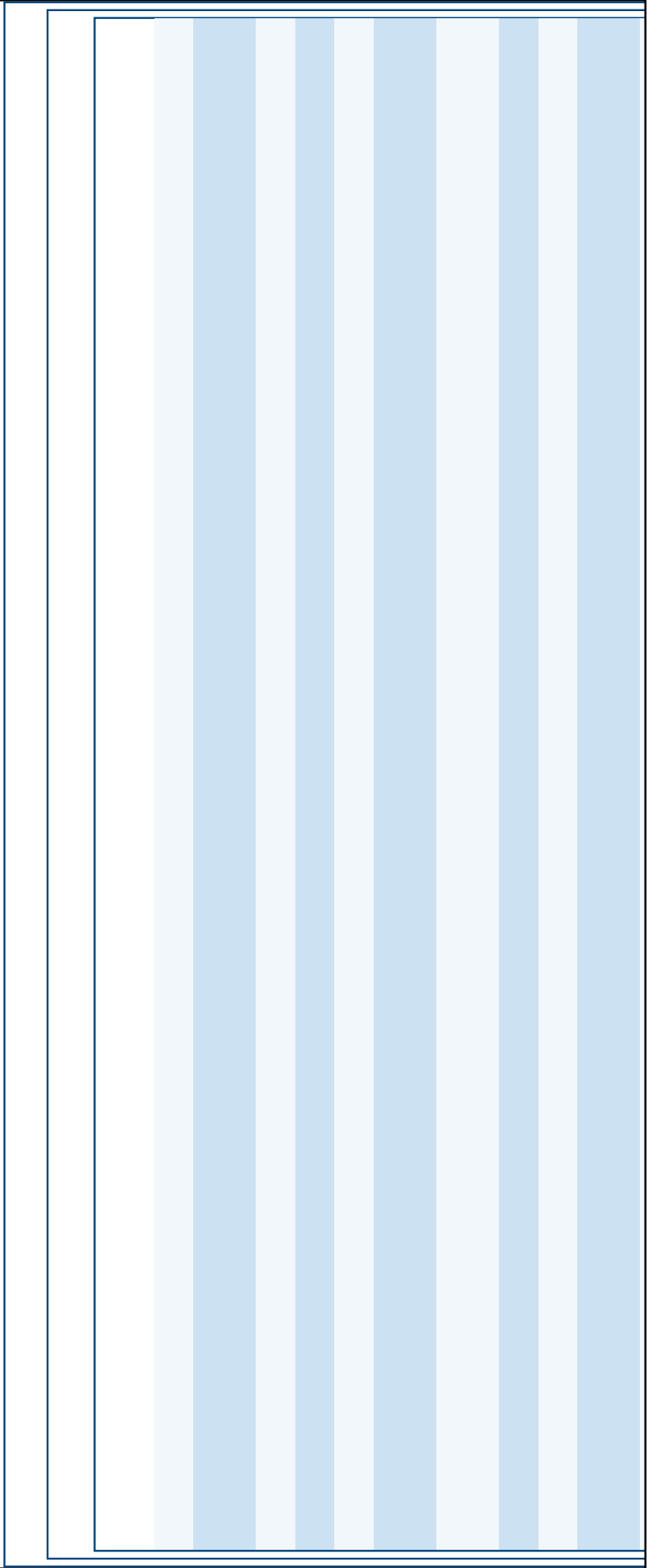
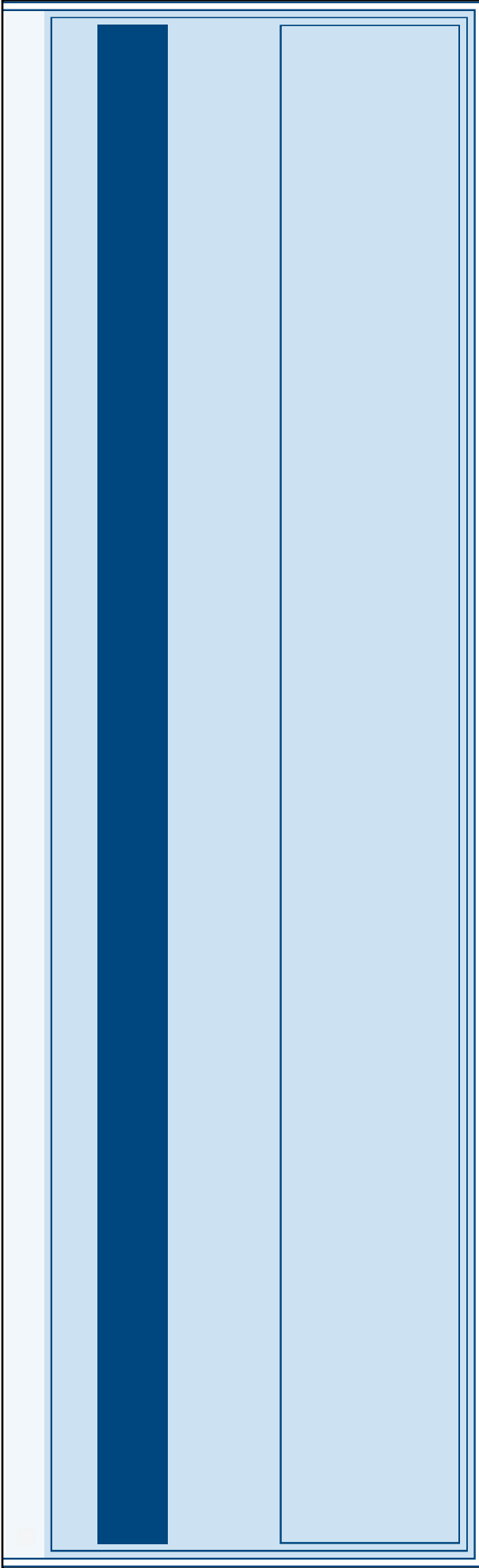
- Prepare flyers and applications in English and Spanish.
 - Secure Spanish translator for application process, answering parent questions, etc.
 - Distribute flyers through elementary schools, local agencies, apartment complexes, mobile home parks, ethnic stores, etc.
 - Make registration and registration information accessible:
 - Available on website: a) Summary of Process, b) documents needed, c) link to online registration, e) health and wellness documents accepted.
 - Support families with the registration process over the phone, or during an in-person appointment.
 - Hard paper copies of documents available at the Pre-K office for families that do not have access to a printer or are in need of technical assistance.
 - Screening materials available online in both English and Spanish, as well as printed hard copy for those families in need of technical assistance and lack of access to a working printer.
 - Prepare letters of acceptance into the program with program information in English and Spanish.
- Transitioning into the NCPK Classroom:
- Pre-K teachers contact families to set up home visits and introduce themselves.
 - Pre-K teachers make home visits (currently virtual conference) the week prior to the start of Pre-Kindergarten (Spanish translator provided).
 - Each Pre-K family is provided with the Family Handbook (English and Spanish).
 - Pre-K teacher holds a classroom orientation with families to review policies, expectations, exchange contact information, and build relationships.
 - Pre-Kindergarten instruction begins with a staggered entry schedule.
 - Pre-K teachers read stories about the first days of school.
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During the Pre-K School Year:

- Pre-K teachers provide school policies, handbooks, etc. to families.
- Pre-K teachers Introduce Pre-K students to school personnel.
- Pre-K teachers encourage use of book bags for Pre-K students .
- Pre-K students experience journal writing.
- Pre-K students practice raising hands for recognition.
- Pre-K students visit the school media center and Kindergarten playground.
- Pre-K and Kindergarten may take field trips together; or participate in assemblies.
- Kindergarten students can read to the Pre-K class as “guest readers.”
- Pre-K teachers meets with needed personnel to address any Individualized Education Plans (IEPs) or special service supports.
- Pre-K teachers provide multiple family conferences and meetings.

Transition to Kindergarten (or other setting):

- Pre-K students visit Kindergarten classrooms (includes Head Start and private childcare programs).
- Pre-K students eat in the school cafeteria (includes Head Start and private childcare programs).
- Pre-K teachers extend the length of large group time.
- Pre-K teachers talk with children about Kindergarten.
- Pre-K teachers read books about Kindergarten
- Pre-K teachers design a START session around transition to Kindergarten for families.
- Pre-K students begin to wait (with Pre-K teacher supervision) in a common area with Kindergarten children.
- Pre-K students participate in Field Day with Kindergarten.
- Pre-K teachers give information to families about Kindergarten (registration dates, documentation required, etc.)
- Pre-K teachers provide the GCS created “Kindergarten Here We Come” handbook to families (includes Head Start and private childcare programs).
- Pre-K teachers hold an end-of-year family conference prior to the closing of the school year.



Other: *

Gaston County Schools will host a College Expo at the Gaston College Early College High School. College and military representatives are there for the college fair. The College Foundation of North Carolina sends a representative to host sessions on financial aid and preparing for college. Other sessions include how to prepare for college, best practices during high school, how to research colleges and scholarships. Presenters include representatives from Gaston County Schools, the Gastonia library.

The CTE department hosts a multitude of district-wide career awareness events each year. 1) CTE began offering fifth grade career awareness to all elementary schools beginning with the 21-22 school year. 1,500+ students have participated during the 21-22 and 22-23 school years. Students have the opportunity to participate in three hands-on career awareness activities including: Health care and carpentry/construction. 2) The Students @ Work program is offered annually and allows all 8th grade middle school students in the county to tour 25 local businesses so they can gain first-hand knowledge of the career opportunities that are available to them locally. 3) The Be Pro Be Proud initiative was offered to all 12 middle schools during the 22-23 school year. 350+ students participated in 10 virtual reality career awareness activities offered by the program. 4) Educators in the Workplace is also offered to 5th – 12th grade teachers annually so they can gain firsthand knowledge about local career opportunities. This program allows educators to tour and learn about local businesses in the community and the career opportunities they can potentially offer students. 5) The Career Signing Day is offered annually and recognizes students who participated in a CTE internship that are offered full time employment upon graduation. The 22-23 school year recognized 11 businesses signing 18 students during the event.

Gaston County Schools is dedicated to providing students with different educational choices. Gaston County Schools partners with Gaston College to host an Early College High School. There is a lottery each year for rising 9th grade students. Preference is given to students who are first generation college students and experience other potential barriers to future college enrollment. Students attend high school for five years to earn both a high school diploma and associate's degree.

Academic Facilitators will provide employees increased access to instructional coaching and support and quality, research-based professional development. Instructional Facilitators will provide school level professional development based upon the needs of the school as identified in the school comprehensive needs assessment. Instructional Facilitators will work with classroom teachers through their professional learning communities to improve instruction, analyze data, model lessons and assist classroom teachers in planning lessons that are aligned to the standards. Instructional Facilitators will meet with their principal to develop a Professional Development plan for their school based on their needs assessment. The plan will include the specific dates of the workshops/training and will also include an evaluation of the professional development.

Prioritized support is provided to our high need schools through Content Teachers and Academic Facilitators that are funded with Title I.

In support of goal 2.1 of the Gaston County Schools Strategic Plan, Title I schools will increase third grade End of Grade reading average proficiency to the district average of 55%. In grades 1-3, TRC middle of year and end of year data reflect a need for strategic focus on the written comprehension component of iReady and School net data. These support teams provide intensive support to these schools through the following: 1) Extensive instructional lesson plans for teachers 2) Instructional support through model lessons and weekly Professional Learning Community participation 3) Academic Facilitators evaluate and disaggregate student data and create and implement individualized instructional professional development to provide maximum support for individual teachers. The top tier of our high need at-risk schools with the highest % of low-income students will receive additional support addressing the subgroup deficiencies such as SWD, ESL, Hispanic and Black.

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